

KS1: Year C : Summer Term: Water / Where We Live ([History](#) | [Geography](#))

History

Focus areas in Nat Curriculum	Changes within living memory Significant events, people and places in their own locality		
Enquiry question(s)	What changes have made Great Abington what it is?		
Chronology	Developing children's chronological understanding underpins every history unit. Children should have opportunities to place events studied on a simple timeline (different colours to show living memory/ beyond living memory; no need to add numbered intervals but can scale to show 10 year marks). Add to timelines created during earlier topics this year. What did Great Abington look like over time? Focus on house building and development and population.		
Key disciplinary concepts	<i>Continuity and change</i> <i>Similarity and difference</i> (<i>Evidence</i> is a concept in every enquiry. Child's own experiences, stories, photos, interviewing family members, artefacts etc. Opportunities in this topic to explore how the types of available evidence vary depending when in Abington's past we are thinking about.)		
Key substantive concepts	<i>Civilisation</i> - understand how railways and road networks influenced development in Abington <i>Agriculture</i> - Abington is a rural location with a dependency on agriculture, particularly in the past. Consider how job types have changed over time, including how agriculture is now very different from in the past. <i>Trade</i> - importance of water as a way to transport goods (rivers / canals / sea)		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	YR	Children have been on walks around the local area	Discussions based around types and ages of properties
	Y1	Children looked at how local houses have changed last year (Houses & Homes topic)	<i>Revisit and embed vocabulary. Use simple timelines to place key periods / events looked at.</i>
	Y2	Children have some concept of chronology through previous topics through Explorer topic and History timeline in the classroom.	<i>Make links with other periods or individuals already studied this year or previously.</i>
Key knowledge to cover in this unit	Children will have a good understanding of what the village is like now. They will be able to say how some things have changed and how some things have stayed the same. They will be able to make evidence based comments about why this might have happened.		

	The village is much bigger now than it was in the past. The number of and types of businesses in the village has changed. There are still some very old houses in the village from the 17th century. The school is 150 years old. We still use the same building but the classroom furniture and technology have changed. We can find out about the village in the past through a range of different sources of evidence: old maps, photographs, books / websites written by other people, Census data, old newspaper articles, sometimes diaries/letters written at the time. A primary source of evidence was created at the time of the study and a secondary source (or interpretation) was created after it.
Enrichment opportunities	Experiences of parents / family members / members of the community who used to attend the school. Look at old photos of the village. Link to 150th anniversary of the founding of the school - celebration event planned for summer 2025 80th anniversary of VE Day - link to Commonwealth graves in local churchyards
Outdoor Learning	Walks around the local area. Identify buildings of different ages.
Equalities, Diversity and Inclusion	Look at the diversity of population within the village.
Assessment of learning	Regular opportunities for retrieval of prior learning / key knowledge at start of lessons Discussion - highlight misconceptions and clarify Opportunities for assessing children's understanding throughout the topic through written or oral discussion of ideas.
Vocabulary	Vocabulary - link to document

Geography

Focus of study	Main - Water / Where We Live: • Name and locate continents and oceans • Name, locate and identify characteristics of countries & capital cities of UK • Use basic geog vocab for human and physical features • Use world maps, atlases and globes to identify UK & its countries • Use world maps, atlases and globes to identify countries, continents & oceans • Use simple compass directions and locational and directional language • Use aerial photos & plan perspectives; devise a map; use & construct basic symbols • Use simple fieldwork and observational skills to study geography of school, grounds and surrounding environment • Study human and physical geog of small area of UK and small area in contrasting non-European country - Zambia • Identify seasonal and daily weather patterns in UK • Use basic geog vocab for human and physical features • Use simple compass directions and locational and directional language • Use aerial photos & plan perspectives; devise a map; use & construct basic symbols • Use simple fieldwork and observational skills to study geography of school, grounds and surrounding environment		
<u>Big ideas / Key substantive concepts</u>	<i>Settlement</i> - Why have people chosen Cambridge / Livingstone as a place to live? Why are these places popular for tourists? Why is water important for where people choose to live? <i>Trade</i> - importance of water as a way to transport goods (rivers / canals / sea); understand how different size of places provide different types of goods / services and transport helps connect places <i>Sustainability</i> - How can we keep our water clean and not waste it? <i>Place, space and scale</i> - Understanding how different places are similar and different; how to travel to different places		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	YR	Some children have experience of Cambridge and/or visiting the beach.	
	Y1	As above plus previous exposure to learning about the continents / oceans	Make links to previous topics to embed understanding.
	Y2	As above plus work comparing Cambridge to Japan, with a focus on population and human / physical features.	Recap previous learning Use retrieval questions to ensure key learning is secure.
Key knowledge to cover in this unit	Great Abington is a village and has a water source running through it. Cambridge has a large water network that has ensured it can successfully develop throughout time. Water is the main reason for settlements throughout history. Water is precious and has many uses. Children will be able to identify the 5 oceans and be able to identify a river/lake on a range of maps. Children will understand why rivers were areas for settlements. Children will be able to identify and compare human and physical geographical features		

	of Cambridge and Livingstone. Children will be aware of the dangers of water. Children will begin to understand how important water is.
Enrichment opportunities	Ely boat trip - TBC Work with Water Group - local Chalk Stream
Outdoor Learning	Pond/river dipping
Equalities, Diversity and Inclusion	To be conscious that children are not presented with a stereotypical view of Zambia, and learning represents the diversity of population in both areas.
Assessment of learning	Regular opportunities for retrieval of prior learning / key knowledge at start of lessons Discussions - highlight misconceptions and clarify Opportunities for children to display their understanding through a range of written or oral discussion of ideas.
Vocabulary	River, lake, ocean, sea, danger, coast, sustain, water source Vocabulary - link to document